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ABSTRACT

The 13 documents discussed in this annotated bibliography are primarily concerned with inservice programs for administrators but some coverage of inservice programs for teachers is included. (IRT)

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Number 26 March 1977

The Best of ERIC

ERIC Clearinghouse on Educational Management

The Best of ERIC presents annotations of ERIC literature on important topics in educational management.

The selections are intended to give the practicing educator easy access to the most significant and useful information available from ERIC. Because of space limitations, the items listed should be viewed as representative, rather than exhaustive, of literature meeting those criteria.

Materials were selected for inclusion from the ERIC catalogs *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE).*

This bibliography was prepared by the ERIC Clearinghouse on Educational Management for distribution by the American Association of School Administrators, the Association of California School Administrators, and the Wisconsin Secondary School Administrators Association.

Staff Development

Association of California School Administrators. ***Strategies for Administrative Staff Development. Operations Notebook 13.*** Burlingame, California: 1975. 58 pages. ED 102 656.

This notebook is primarily intended to assist school districts that are planning programs to improve administrative management skills. The Association of California School Administrators has assembled six successful models of California programs that were organized to provide administrative training in school management skills. These models provide examples of needs assessment, identification of administrative competencies, accounts of human and material resources required, and descriptions of how each program functions.

The models are selected from various types of school districts—rural, urban, decentralized, and cooperative. Each model contains different materials, ranging from staff organizational charts and planning calendars to evaluation instruments and attitude surveys.

Order copies from Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, California 94010. $2.00, ACSA members; $4.00, non-members.
Also available from EDRS. MF $0.83 HC $3.50.

Blakeslee, Jean C. "Individualized Inservice Training." ***Catalyst for Change,*** 4, 2 (Winter 1975), pp. 4-8. EJ 110 970.

A unique inservice training program in Delaware, Ohio, allows each teacher to choose the particular ways he or she will improve teaching ability. Teachers choose such goals as improving classroom management or increasing student participation in more meaningful discussions. In the course of the 12-week program, teachers are videotaped six to nine times as they present a lesson. They later view each 15-to-20 minute videotape with a trained Inservice Training Leader who teaches them to analyze their classroom behavior and plan improvement strategy.

The program is based on the Inservice Strategy Model for Modifying Teaching Behavior developed by the Michigan-Ohio Regional Educational Laboratory. As Blakeslee explains it, the plan rests on the belief that "self-directed change is more likely to produce persisting change." Because teachers choose their own goals for improvement, they realize that the program "is not something done to or for them, but rather something done with them." Staff members can participate in the program again and again as they discover new ways they want to continue their growth as teachers.

Brainard, Edward. ***The Colorado Department of Education and the Development of School District Based Administrator Renewal Programs.*** Denver: Colorado State Department of Education, 1975. 15 pages. ED 114 993.

In 1975, 31 Colorado school districts were planning or operating their own administrative renewal programs, primarily aimed at middle management educators who have completed their formal education. Brainard, of the Colorado State Department of Education, has reviewed these programs to identify the characteristics of effective administrator renewal programs.

Brainard maintains that the best programs allow participating administrators to select topics and problems for study that are related to their own job concerns and school improvement projects. Scheduling continuous sessions with followup activities works better than "one-shot" events. Small-group and individualized sessions are more successful than large workshops.

Brainard also presents the step-by-step activities that Colorado school districts have undertaken in planning administrative renewal programs. Many districts organize a collegial team (7-10 local administrators who cooperate as consultants) to design a renewal program and analyze suitable problems for study. According to the author, this is a particularly effective innovation, since university professors or outside consultants may be too costly for many districts.

The report concludes with a list of goals and objectives adopted by the Colorado State Department of Education to support the development of administrator renewal programs in local school districts.

Order from EDRS. MF $0.83 HC $1.67.

Brainard, Edward. "Individualizing Administrator Inservice Education." ***Thrust for Education Leadership,*** 2, 5 (April 1973), pp. 29-33. EJ 076 414.

Brainard describes an unusual program for administrator inservice training that stresses the self-sufficiency of the school

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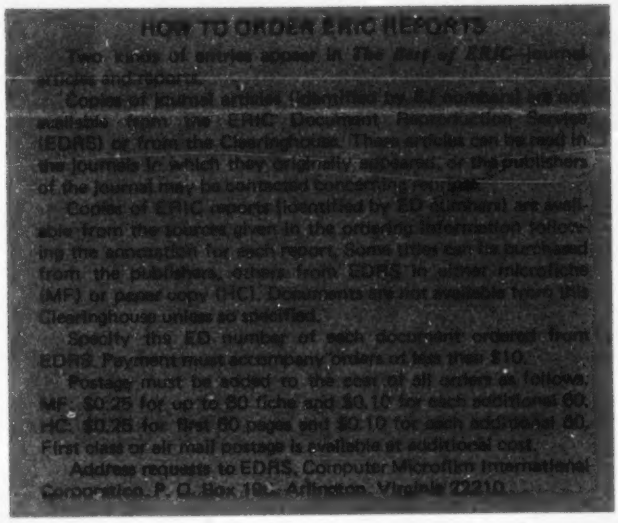
district to provide practical training for administrators. He describes the general guidelines for such a program, developed by a Kettering Foundation project and being used in 15 states.

One administrator is designated to provide leadership for this inservice education program, working as a catalyst and counselor to bring together other administrators to develop their own self-improvement programs. The program sets up learning situations in which administrators identify their own problems, study skills that may help to solve those problems, demonstrate those skills in the performance of a project, and then evaluate the results. The program is based on the concept that the needs, learning styles, and progress rates of each administrator are unique.

Brainard's article provides a very compressed outline of the program, suggesting that more information can be obtained from the Kettering Foundation regarding the concept of individualizing inservice education.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Canadian Teachers' Federation. ***Continuing Education for Teachers. Biliographies in Education. No. 3.*** Ottawa, Ontario: 1975. 71 pages. ED 115 652.

Divided into 12 categories, this exhaustive bibliography includes publications on such topics as planning and organizing inservice teacher education and effects of inservice training on student learning as well as inservice education in such specific areas as open education, family life, and physical education. The 243-item bibliography contains entries listed in ERIC's ***RIE*** and ***CIJE*** in addition to items from other publications.

A few entries have 1969 or 1975 publication dates but most were published from 1970 through 1974. Most listings include brief, helpful annotations summarizing the contents of the publication. Items available from ERIC are listed with their ED numbers.

Order copies from Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, Ontario, Canada K2P 1B4, $0.50.
Also available from EDRS. MF $0.83 HC $3.50.

Day, Barbara D., and Jenkins, James W. "North Carolina's K-3 Staff Development Program," ***Educational Leadership***, 32, 5 (February 1975), pp. 326-330. EJ 125 015.

Although the staff development program described by Day and Jenkins is limited to a very specific purpose—K-3 continuous progress education—the innovative program includes valuable components applicable to all staff development efforts.

The statewide program includes summer institutes utilizing a team approach in which teachers, special education teachers, aides, supervisors, and principals who work together are trained together in new teaching techniques, human relations, and values clarification. Participants in the institutes are given an opportunity to use newly acquired techniques with students in a classroom setting.

Other components of the summer institutes are microteaching clinics utilizing videotape, a teacher resource center for creating materials, and workshops in curriculum areas. Staff meetings and evaluation sessions are held daily so that the program may be continually adapted to meet the needs of participants and staff.

Because employment for teachers in North Carolina has been extended to ten months, additional inservice training days are scheduled throughout the school year. This training offers workshops, courses, statewide seminars, and opportunity to travel to observe and participate in other programs.

Devaney, Kathleen, and Thorn, Lorraine. ***Exploring Teachers' Centers.*** San Francisco: Far West Laboratory for Educational Research and Development, 1975. 224 pages. ED 107 601.

Devaney and Thorn begin by describing teachers' centers as "young and homespun but attractive and apparently vigorous communities in which practicing teachers continue their professional education." The teachers' center can serve as a focus for staff development activities by providing a place where teachers can attend seminars, workshops, and demonstrations as well as exchange ideas, share problems, and explore and create materials for classroom use.

In a style that is lively and refreshing, the authors describe 22 teachers' centers, including information about "what goes on," style, setting, and programs. The authors insist on "emphasizing the apostrophe" in the term "teachers' center" because centers must be "responsive to teachers' own definitions of their continuing learning needs." Yet they do not rule out the possibility of successful centers that originate from and are supervised by administrators or school districts.

One such center, the Advisory Center for the Improvement of Education in Philadelphia, provides afternoon, evening, and Saturday workshops tailored to teachers' needs in such areas as crafts, active-learning math and science, and language arts. In addition, teachers are encouraged to drop in to exchange materials and experiences. The center has two full-time coordinators supported by the school district and is housed in an older school building.

Order from EDRS. MF $0.83 HC $11.37.

Doob, Heather S. ***Internship Programs in Educational Administration. An ERS Report.*** Washington, D.C.: Educational Research Service, 1974. 28 pages. ED 098 706.

Intern programs in educational administration are becoming a popular way for teachers and other district employees to enter school administration, according to this Educational Research Service (ERS) survey of over one thousand school districts. Survey results indicate that only one-third of the schools presently operate intern programs in educational administration, though two-thirds prefer to hire administrators

with intern experience. The surveyed districts tend to prefer district employees to university students when filling intern positions. Large school districts indicate more extensive experience with intern programs than do small ones.

Responding to the growing professional interest in intern programs for educational administration, ERS has assembled 11 models of school district intern programs in this report, selected on the basis of length of operation and variety. Although ERS makes no recommendations about the value of any one program, the differences in these models should present an interesting study to schools considering internship programs.

Some districts require interns to use many talents in carrying out their responsibilities, such as working in public relations, developing new instructional programs, and evaluating teachers. Other districts may relegate clerical responsibilities to interns, such as scheduling facilities, ordering and distributing supplies, and reporting on administrative meetings. Most intern programs do not offer salaries, though side benefits (such as preferred consideration for administrative appointments) are often specified in the program model. The districts that submitted models of intern programs to this report could have enhanced their value by providing information about how these programs are working.

Order copies from The University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, Ohio 43210, $2.00, quantity discounts.
Also available from EDRS. MF $0.83 HC $3.50

Higley, Jerry. ***Inservice Training for Staff and Administrators.*** School Leadership Digest Series, Number 8. ERIC/CEM Research Analysis Series, Number 10. Arlington, Virginia; and Eugene: National Association of Elementary School Principals; and ERIC Clearinghouse on Educational Management, University of Oregon, 1974. 32 pages. ED 099 951.

Higley's paper is one of the most thorough sources on the development of inservice training for principals, providing a valuable bibliography of current literature on the topic.

Higley points out that there is a general agreement among professionals on the need for inservice training but that "there is considerable disagreement over what such training is supposed to produce." University education departments tend to assume that existing academic structures can identify administrative competencies and design training programs to develop them. Many practicing administrators claim that formal training programs, originating in universities or school districts, usually work to destroy leadership potential.

The author reviews current methods for the inservice training of principals, noting that "no startling new methods . . . have been introduced in the last five years." Principals have been encouraged to develop their skills through informal means such as systematic self-evaluation; reading, writing, and travel; and participation in community affairs. Formal academic programs have tended to emphasize the development of technical or managerial skills, human relations skills, and conceptual or problem-solving skills. Case studies, scenarios, simulation exercises, gaming, and sensitivity training have all become popular instructional methods for inservice workshops.

Higley stresses the problem of principals' prestige in current inservice programs, "which give principals an image of themselves as trainees, still students in subordinate programs." According to Higley, most literature on inservice education complains that existing institutions are too inflexible to create effective inservice programs. He believes that "loosening up" of the planning agencies is the "necessary first step toward revitalized inservice education."

Order copies from National Association of Elementary School Principals, P. O. Box 9114, Arlington, Virginia 22209. $1.50. Payment must accompany order.
Also available from EDRS. MF $0.83 HC $2.06.

Klopf, Gordon J. ***The Principal and Staff Development in the Elementary School. Princeps Series: Developing the Role of the Elementary School Principal as an Educational Leader. Occasional Paper No. 4.*** New York: Bank Street College of Education, 1974. 90 pages. ED 108 282.

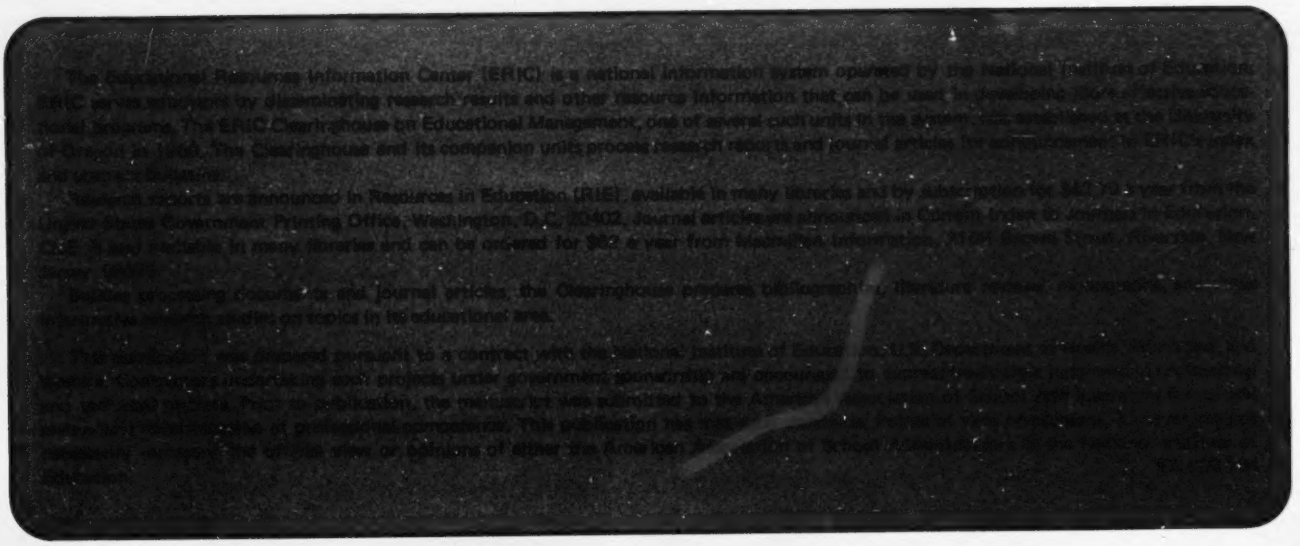
Klopf's well-written review of staff development processes and techniques is of unusual depth and completeness. Although he doesn't provide a recipe for creating a staff development program, he introduces and evaluates every possible training technique from forums to exhibits to institutes to encounter groups. In addition, he provides theoretical information useful in getting a program off in the right direction. For example, his chapter on how adults learn includes sections on the difficulty of breaking through habitual and rigid reactions, the need of adults to enter into the planning of their own learning, and the adult's fear of failure; a concluding section presents training strategies for effective change in adults.

Klopf suggests that in order to begin a program, a principal may need to engage a consultant, attend seminars in planning, or at least read some of the literature on planning cited in the book's seven-page bibliography. Throughout, he emphasizes assessing the needs of the staff, school, parents, and community. For him, staff development is not something merely for teachers or for administrators but encompasses training and growth-producing activities for all segments of the school community.

Order from EDRS. MF $0.83 HC $4.67.

Lutz, Frank W., and Ferrante, Reynolds. ***Emergent Practices in the Continuing Education of School Administrators.*** ERIC/CEM-UCEA Series on Administrator Preparation. Columbus, and Eugene: The University Council for Educational Administration, The Ohio State University; and ERIC Clearinghouse on Educational Management, University of Oregon, 1972. 55 pages. ED 069 015.

Another in the ERIC/CEM-UCEA series on administrator



preparation, this monograph is specifically designed to review literature on the continuing preparation of administrators. It is a readily accessible and thorough discussion of the development of preparation programs until 1972. The authors discuss the manner in which continuing education is carried out (for instance, through workshops and conventions) as well as the content of programs. Lutz and Ferrante also add to this basic survey of emerging practices their own proposal for what they term a "comprehensive process" of inservice training.

Order copies from The University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, Ohio 43210. $2.00, quantity discounts.
Also available from EDRS. MF $0.83 HC $3.50

National Education Association. ***Needs Assessment for Inservice Education.*** Washington, D.C.: Division of Instruction and Professional Development, [1975]. 21 pages. ED 117 032.

Because "teacher-centered" programs are increasingly considered necessary for effective teacher staff development, knowing how to assess teacher needs is the first prerequisite to a good program. The NEA in this document provides thoughtful step-by-step instructions for deciding on the type of needs assessment appropriate and how to carry it out.

The document discusses several written and oral forms of needs assessment and lists advantages and disadvantages of each, including cost in time and money. A disadvantage of written forms is that questions may not be interpreted by all respondents in the same way; oral forms, however, make it difficult to get responses from a large number in a short time. The method chosen depends largely on the survey audience's receptiveness to it. While some groups of teachers prefer to fill in checklists or write responses to open-ended questionnaire queries, others will respond fully only in private interviews or open hearings. If the needs assessment questionnaire is the last of several questionnaires given in the same year, response will probably be poor.

A model inservice education questionnaire is included along with detailed instructions for conducting a needs assessment workshop.

Order from EDRS. MF $0.83 HC $1.67.

Seldin, Peter. "The Twenty Day Program." ***Clearing House,*** 49, 4 (December 1975), pp. 175-178. EJ 133 933.

One of the biggest problems faced in planning staff development activities is finding time for them. Teachers are tired after a day in the classroom and are protective of their precious weekend hours, yet when released time is provided for inservice training, student needs may be neglected. Seldin describes a program undertaken by an anonymous high school in New York State that managed to solve this problem.

In this program, 20 regular school days throughout the school year were set aside for staff development. Instead of releasing students during these days, a special program of lectures, films, workshops, and demonstrations was organized by a student-faculty committee. This program was presented by volunteer local resource people who were specialists in such areas as auto mechanics, film making, abnormal psychology, and judo.

Seldin relates that the staff development activities were planned by a faculty-administrative committee who enlisted the aid of the New York State Education Department's director of inservice training in exploring the availability of federal and state funds. The dean of the School of Education at a nearby state university and outside resource personnel were then consulted in planning minicourses, discussions, tutoring sessions, and workshops.

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University of Oregon
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